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| **Stage** | **Questions** | **Information** |
| **Student** | * What does the Student need to do that is difficult or impossible to do independently at this time? * **Sara is currently doing her work independently, but she is delayed in her speech and writing skills.** * What are the Student's special needs and areas of concern? * **Sara’s areas of concerns are that she is reading at a lower level, her speech in impaired, and she has fine motor coordination problems. All these areas are affecting her daily school work.** * What are the Student's current abilities related to the areas of concern? * **Sara is reading at a second grade level. She is able to communicate, but not at her current grade level.** |  |
| **Environment** | * What materials and equipment are currently available in the environment? * **From the description, there seems to not be any material or equipment that is being used.** * What is the physical arrangement? Are there special concerns? * **Typical classroom, and there are no special concerns about the physical arrangement.** * What is the instructional arrangement? Are there likely to be changes? * **For part of the day she is in a regular education classroom, and we are assuming the remainder of the day she is in a Special Ed classroom. The school is suggesting that Sara would perform better in a self-contained classroom. However, her parents would like to continue the current arrangement.** * What supports are available to the student? * **We assume the basic supports from the special education department.** * What resources are available to the people supporting the student? * **Same as above.** * Attitudes and expectations (staff, family, others)? * **The parents know that Sara is delayed and behind, but feel that she is progressing in the current setting and feel that it is better for her. The teachers however feel she would benefit in a self-contained classroom.** |  |
| **Tasks** | * What naturally occurring activities take place in the environment? * **The basic subjects during the classroom. Sara participated in the activities but may not be at the level of the rest of her classmates.** * What is everyone else doing? * **Same activities at the third grade level. (We only know this for the regular education classroom)** * What specific activities support the student's curricular goals? * **Not enough information given. We can assume that in the subjects she is excelling in that she is doing fine and meeting the curricular goals.** * What are the critical elements of the activities? * **Not enough information given.** * How might the activities be modified to accommodate the student's special needs? * **In oral reading have her read with a tape. Then ask her comprehension questions.** * How might technology support the student's active participation in those activities? * **The technology of having books on tape would give her the opportunity to actively participate during discussions. Since her writing skills are poor, maybe having a computer with software that would help her improve her skills would be a great technology source.** |  |
| **Tools** | * Is it expected that the student will not be able to make reasonable progress toward educational goals without assistive technology devices and services? * **So far Sara has progressed within the classroom in specific subjects without AT, but maybe we can assume that she might improve and progress with the support of AT devices and services in the other areas.** * What no tech, low tech, and high tech options should be considered when developing a system for a student with these needs and abilities doing these tasks in these environments? * **No Tech: simple modifications to assignments within the classroom** * **Low Tech: Books on tape, a computer** * **High Tech: Specific software programs to help her with specific needs** * What strategies might be used to invite increased student performance? * **Providing AT devices or services to aid her in school so that she can perform better in areas that she is struggling.** * How might these tools be tried out with the student in the customary environments in which they will be used? * **We would suggest to start with the No Tech and Low Tech and maybe have a AT assistant come into the classroom and help the teacher implement the tools.** * Collect data on effectiveness |  |